

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



World Language

Spanish 5 Honors

Course Description

The fifth year of Spanish is an honors level course incorporating literary readings, advanced study of culture and advanced conversational practice. It is offered for the student who, after four years of language study, is ready to read and analyze literary works, and has enough background in Spanish culture to begin to appreciate its finer details. Grammar reviews will be provided as needed. The class is conducted in Spanish. With successful completion of the course, students will be at the Intermediate High level of the ACTFL Performance Standards.

Content Standards

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can also handle some of the tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. These speakers can often narrate and describe in all major time frames using connected discourse of paragraph length.

Writers at the Intermediate High sublevel are able to write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length. These writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language.

At the **Intermediate High sublevel, listeners** are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Student Skills

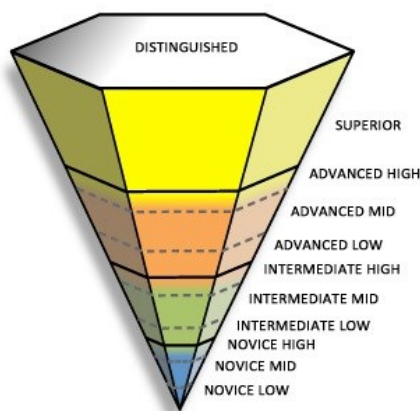
- Students can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written,
- Students can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.
- Students can participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- Students can communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.
- Students can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.
- In their own and other cultures students can make comparisons between products and practices to help them understand perspectives.



Concepts	Essential Questions	Key Activities May Include:
<p>Immigration:</p> <p>Los exiliados de Cuba</p>	<p>What are some of the feelings and attitudes of the Cuban exiles toward Cuba, Castro and the United States?</p> <p>How can music/songs help us to understand the sentiments of the writer/performer and give insight into other cultures?</p>	<p>Write about the sentiments behind the following songs <i>Mi Tierra</i> by Gloria Estefan</p> <p><i>Quando Sali de Cuba</i> performed by a number of Cubans in the United States</p> <p>Write an analysis of the poem Jose Marti <i>Dos Patrias</i></p> <p>Listening to Interviews of immigrants from Spanish speaking countries on <i>Acceso</i></p>
<p>El realismo mágico</p>	<p>What is magical realism?</p> <p>How does an individual get caught up in fantasy? Do we sometimes confuse reality with fantasy?</p> <p>For what purpose do these authors use magical realism in their stories?</p>	<p>Read, analyze, discuss <i>Como Agua para Chocolate</i> by Laura Esquivel</p> <p><i>Cartas de Amor</i> by Isabel Allende</p> <p>“Persistence of Memory” By Salvador Dali</p> <p>Write a story incorporating magical realism literary style</p>
<p>La Belleza- el arte</p>	<p>What are the artistic characteristics of some famous painters from Spanish speaking countries?</p> <p>What important role does art play in understanding a culture at a point in time?</p> <p>What constitutes art?</p> <p>What does art tell us about a culture or society?</p>	<p>Velazquez, Goya, Picasso, El Greco, Frida Kahlo, Diego Rivera</p> <p>Street Art Chilango artists</p> <p>Graciela Iturbide (fotógrafo mexicano)</p>



Concepts	Essential Questions	Key Activities May Include:
<p>La musica y la danza</p>	<p>From where have different music genres originated?</p> <p>Why is music and dance important to people? What is its function in society?</p> <p>What is the history of Flamenco and how has the music and dance evolved over the years?</p>	<p>Compare and contrast music genres from the Spanish-speaking world</p> <p>Presentation on a particular music and dance.</p> <p>Learn how to do a dance typical of a Spanish speaking culture.</p>
<p>los estereotipos y las expectativas sociales</p>	<p>What are stereotypes?</p> <p>What are the foundations of stereotypes?</p> <p>How do stereotypes have an impact on society and individuals?</p>	<p><i>Día de Los Madres</i> por Daisy Zamora</p> <p>Read non-fiction texts and articles on stereotypes and watch video interviews.</p> <p>Discuss el estereotipo en Hollywood</p> <p>Watch el programa <i>Gentefied</i></p> <p>Read El Pais on-line magazine</p>



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Curriculum Guide Overview

Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/ concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
Standards	The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: http://www.doe.mass.edu/frameworks/
Priority Areas	Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.
Content Standards	The Content Standards describe what students should know and be able to do once within the area of mathematics.
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
Resources	Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.